

**SYLLABUS DESIGN – BASED ON PERCENTILE OF THE SKILLS****R. GNANA LATHA**

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Abstract:

Language learning takes place through natural interaction in actual life. While the mother tongue is acquired through sheer exposure, the second language, English is learnt through a conscious and voluntary exercise. English language learning in India, is done mostly through education, where there is a clearly predetermined curriculum design. English language learning in these circumstances might particularly attend to the component abilities of language usage, viz., Listening, Speaking, Reading and Writing: in addition to these skills the required vocabulary has to be earned and a command on grammar should be achieved.

Curriculum refers to all those activities in which students are engaged under the auspices of the school. This includes not only what students learn but also how they learn it, how teachers help them to learn, using supporting materials, styles and methods of instruction. A syllabus of language English teaching involves the integration of subject matter and linguistic matter. It may be stated that whatever standard is employed to frame the syllabus, subject book writers and course designers have to settle on how reliable the language incorporated in the book, the language diversity the book presents, the exercises and activities they are going to include, and so on. In conclusion, the various subject matters that are to be integrated in the course book should be selected. To design the English language curriculum, it is very important that the six abilities i.e., speaking, reading and writing accompanied by listening, vocabulary and grammar should be given importance.

Key words: *English Language, Syllabus Designing, percentile based skills.*

Introduction:

All the researches has been done mostly in the western English speaking countries, where English is either used as the mother tongue or taught to mono-lingual communities. The situation in India is entirely different due to the country's multi-linguistic setting. As in any other situation, the multi-linguistic feature of the Indian society, inherently possess one advantage and one disadvantage. The advantage is: if the people exposed to more than three languages, it is easy for them to grasp one more language. The disadvantage is: as the systems differs from language to language in India, it is very difficult, almost impossible to standardize the dialect of English as each linguistic community has its own MTI (Mother tongue influence) features so it is desirable to teach oral communication to the learners before the sound system of their mother tongue gets consolidated.

The aspects of learning ability, exposure, worth and rate of recurrence occupy a significant function when opting for a syllabus. Harmer may be seen asserting that, "syllabus design concerns the selection of items to be learnt and the grading of those items into an appropriate sequence". Nevertheless, it is significant to take into account that, each and every time syllabus cannot accomplish all the objectives that it was formed for and may not sure that the whole thing will be learnt. It has been pointed out that syllabus can only constitutes an approximate statement of what will be taught. In particular, we need to recognize the ideal nature therefore, its limitations as an indicator of learning.



The allotment of skills while designing the course is very important. The course designers should follow the below percentiles in syllabus for teaching English to the students of different linguistic communities in India.

	Speaking	Reading	Vocabulary	Grammar	Writing
LKG	100%	-	-	-	-
UKG	95%	3%	-	-	2%
Class I	90%	3%	2%	-	5%
Class II	80%	10%	5%	-	5%
Class III	70%	10%	10%	-	10%
Class IV	60%	15%	10%	-	15%
Class V	50%	15%	15%	-	20%
Class VI	40%	20%	15%	-	25%
Class VII	30%	20%	20%	-	30%
Class VIII	20%	20%	20%	-	40%
Class IX	10%	20%	20%	-	50%
Class X	-	25%	15%	10%	50%
Class XI	-	25%	10%	10%	55%
Class XII	-	25%	10%	5%	60%

By observing the above table, it may be understood that the strategy of teaching English language with a driving force on various language abilities guarantee on acquiring access of two factors: a) Each ability may be given appropriate significance, b) The percentages are located and grounded on the appropriateness to the age, skills and the intellectual ability of the student.

The categorization in which the language abilities ought to be trained to the student has been given broader concern. Following this, the ability wise division is as done as follows: the aspect English language abilities could be classified into three major and three auxiliary abilities. While designing the syllabus, the major importance should be given to speaking, reading and writing in addition to listening, vocabulary and grammar. The various subject matters that are to be integrated in the course book should be selected. This choice requires to peruse definite principles. Harmer notes that, “ this will be based on perceptions of what



students find engaging, what research shows in this area, and on the potential for interesting exploitation of the topics they might select”.

To elucidate: Listening assists Speaking as the pronunciation, accent and intonation could be refined in the course of Listening; a rich Vocabulary assists in Reading with knowledge; along with, a knowledge of Grammar assists in Writing devoid of any inaccuracies. As the introduction to English language is less in the outer arenas of the school, training all the six abilities is very important. In teaching a language, a method incorporating all the abilities ought to be implemented for effectual learning.

It may be stated that positioned on this classification of the abilities the percentages have been depicted as follows:

	Speaking & Listening	Reading & Vocabulary	Writing & Grammar
LKG	100%		
UKG	95%	2%	3%
Class I	90%	5%	5%
Class II	80%	15%	5%
Class III	70%	20%	10%
Class IV	60%	25%	15%
Class V	50%	30%	20%
Class VI	40%	35%	25%
Class VII	30%	40%	30%
Class VIII	20%	40%	40%
Class IX	10%	40%	50%
Class X		40%	60%
Class XI		35%	65%
Class XII		30%	70%

After looking at the above depicted table, it may noticed that, if in a L2 foreign language state, as that of English language, the training could be made as indicated by the above techniques of distributing the abilities, English language would be acquired by the learners especially at ease. As the student, with time goes to a higher class where supplementary



expertise in English language is required, they would be working at ease in English language. This would resolve the setback of expression and articulation in English language for the learners at higher education stages, which is offered through the means of English language.

Conclusion:

The syllabus based percentiles of the skills are located based on the appropriateness to the age, skills and intellectual ability of the student. The three abilities of language, viz., speaking, Reading and writing are to be considered as major and in addition with listening, vocabulary and grammar as their auxiliary abilities, correspondingly. The students should be trained in all six abilities in school. This would resolve the problems of expression and articulation in English for the learners at the higher education level. It may be noted that whatever standard is employed to frame the syllabus, subject book writers and course designers have to settle on how reliable the language incorporated in the book, the language diversity the book presents, the exercises and activities they are going to include, and so on.

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